

Improving Students' Writing Skill Through The Use Of Dictogloss Technique "A Study at Nahdlatul Ulama University of NTB"

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Abstract. This paper is intended to explain the use of the dictogloss technique to improve students' writing skill at Nahdlatul Ulama University of West Nusa Tenggara. The use of the dictogloss technique for improving students' writing skill can be represented in each stage of this technique. Moreover, as a technique for language learning, the dictogloss, has preparation stage, dictation stage, reconstruction stage, and analysis-correction stage which facilitate learners in which students work together to reconstruct a dictated-text. They reconstruct the dictated-text by using their own words or in other words they do not write exactly what the lecturer read. Furthermore, the use of the dictogloss technique give a clear advantages for improving students' writing skill, such as provides an opportunity for learners to use their grammatical knowledge to reconstruct the dictated-text and also encourages learners to find out what they do and do not know about English which is realized in the attempts to reconstruct the text and in the subsequent analysis of those attempts. Besides, the dictogloss technique also contribute to the motivation, learners' interaction, and grammar in context. Teaching the students grammar in context shows them how to apply various grammatical concepts.

Key words: *Assessing Writing, Dictogloss, Teaching Writing,*

Abstrak. Penelitian ini bertujuan untuk menjelaskan penggunaan teknik dictogloss untuk meningkatkan keterampilan menulis mahasiswa di Universitas Nahdlatul Ulama, Nusa Tenggara Barat. Penggunaan teknik dictogloss untuk meningkatkan keterampilan menulis mahasiswa dapat direpresentasikan dalam setiap tahap teknik ini. Selain itu, sebagai teknik untuk pembelajaran bahasa, dictogloss, memiliki tahap persiapan, tahap dikte, tahap rekonstruksi, dan tahap analisis-koreksi yang memfasilitasi peserta didik di mana mahasiswa bekerja bersama-sama untuk merekonstruksi teks yang didiktekan. Mahasiswa merekonstruksi teks yang didiktekan dengan menggunakan kata-kata mereka sendiri atau dengan kata lain mereka tidak menulis dengan tepat apa yang dibaca dosen. Selanjutnya, penggunaan teknik dictogloss memberikan keuntungan yang jelas untuk meningkatkan keterampilan menulis mahasiswa, seperti memberikan kesempatan bagi peserta didik untuk menggunakan pengetahuan tata bahasa mereka untuk merekonstruksi teks yang didiktekan dan juga mendorong peserta didik untuk mengetahui apa yang mereka lakukan dan tidak lakukan. tahu tentang bahasa Inggris yang diwujudkan dalam upaya merekonstruksi teks dan dalam analisis selanjutnya dari upaya tersebut. Selain itu, teknik dictogloss juga berkontribusi pada motivasi, interaksi peserta didik, dan tata bahasa dalam konteks. Mengajar tata bahasa mahasiswa dalam konteks menunjukkan kepada mereka bagaimana menerapkan berbagai konsep tata bahasa.

Kata kunci: *Penilaian Menulis, Diktoglos, Pengajaran Menulis,*

INTRODUCTION

English education in Indonesian context (English as a Foreign Language) has many problems which are related to the quality of the students. Those problems can be found in speaking, reading, listening, or writing skill. Talking about English education problems,

this paper will focus on the writing ability of the students of the university level in West Nusa Tenggara province.

Some of the university level students commonly still have difficulties in arranging sentences or in using an appropriate tense. Then, the difficulties are not only in

generating and organizing ideas, but also in translating these ideas into a readable text. The difficulty becomes more noticeable if their language proficiency is weak. Besides, the students tend to be passive in the teaching and learning process.

Based on the statement above, it is commonly believed that writing is not an easy skill to master. It is also supported by the following reasons. First, based on the Basic Competency of curriculum 2013 of English learning, which they have learned at the senior high level. the writing skill is placed in the last part after three skills namely listening, speaking and reading. Second, writing is important for junior high school students to communicate in their daily life such as to write a letter, a story and short messages but it might be still not taught intensively in the junior high school level.

There are many factors that influence the students' writing ability in the English teaching-learning process. Those factors are from the students, the materials and the teaching technique which is used by the lecturer.

The first factor that influences students' writing ability is from the students. Students' writing ability in the English teaching-learning process is determined by the students as the main subject of the learning process and every student has his/her own competence.

The learning material is the next factor that influences the students' writing ability. It determines the interest and motivation of the students in learning. A good learning material will give some stimulus to the students' learning, support them in thinking and give a chance to those who use their knowledge and skills.

The teaching technique is another factor which influences the students' writing ability. An appropriate teaching technique can improve the students' motivation to learn so that they will not feel bored with the subject matter. It will also make the students able to attend the teaching-learning process so that they can be good students in the learning process.

Language learners already know that there are two skills that are included in productive skills, i.e. speaking and writing. Emig

(McDonald & McDonald, 2002: 47) differentiates that writing is originating and creating a unique verbal construct that is graphically recorded; while speaking is creating and originating a verbal construct that is not graphically recorded.

The other differences between speaking and writing are also proposed by Brown (Weigle, 2002: 15). Brown provides the characteristics that differentiate written language from spoken language in terms of the permanency, production time, distance, orthography, complexity, formality and vocabulary. However, in this chapter the researcher only presents some of them. The first term is permanency. In this term, oral language is transitory and must be processed in real time, while written language is permanent and can be read and reread as often as one likes. The second term is production time in which writers generally have more time to plan, review and revise their words before they are finalized, while speakers must plan, formulate, and deliver their utterances in a few moments if they want to do a conversation. The next term is distance which explains that distance between the writer and the reader in both time and space, which eliminates much of the shared context that is present between the speaker and the listener in an ordinary face-to-face contact. The last is formality in which writing tends to be more formal than speaking.

Writing is one of the productive skills which need to be learned by language learners.

They learn writing as an essential component not only for their academic practice but also later in their professional life. Moreover, writing is not an easy skill to be mastered. Many learners think that writing is the most difficult skill to be mastered. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into a readable text. The skills that are involved in writing are highly complex. Second language writers have to pay attention to their skill of planning and organizing as well as their skill of spelling and giving punctuation.

Learners realize that writing is not a simple activity. It is an activity that should be done continuously. Means and Lindner (1998:

Terakreditasi Peringkat 5 (No. SK: 85/M/KPT/2020) 108) state that learning to write is like learning to drive in that one is learning to do several things simultaneously. Furthermore, it is important to view writing not only as the product of an individual, but also as a social act. Writing is not only writing a sentence but it is an activity of producing a text in a context. This idea also supported by Lyons and Kroll (Weigle, 2002: 19) who define writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience.

Teaching writing for students of the junior high school is one of the important things that has to be done well because English is one of the compulsory subjects that has to be taught for students of the junior high school level. English learning in the higher education is targeted to make the students reach the functional level, that is, to communicate written and orally in solving daily problems. One scope of English learning at higher education is that students can understand and produce a short functional text and short essays in the form of procedure, descriptive, narrative and recount (Depdiknas, 2013).

There is no doubt that writing is the most difficult skill for language learners to master. Lecturers should know and understand the appropriate approach that can be used in teaching writing. Also, the approach that will be used can contribute to the learners so that they are easily able to produce a good writing.

At the beginning of a lesson, the lecturer should make sure that the students know about the purpose of the activity in the lesson. He/she should give a clear explanation about what they will learn. So the students will get an advantage in the teaching and learning process. Harmer (2004: 31) argues that writing should encourage students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

It is commonly believed that an appropriate teaching technique might have a contribution to the success of students' writing ability. So it might be true that teaching writing will be influenced by the teaching technique which is used by the lecturer. Further explanation about teaching writing is

presented below.

The essence of teaching writing is guiding and facilitating students to work. This is supported by Brown (2007: 8) who proposes that "teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning". It implies that teaching cannot be separated from learning. When lecturers teach writing to the students, they do not only teach how to develop ideas in writing, but they also need a serious attention of how to write English sentences grammatically and systematically. Hence, teaching writing depends on the lecturers' ability of how to teach writing effectively which can make students' ability improved. Kimble and Garnezy in Brown (2000: 7) state that learning is a relatively permanent change in behavioral tendency and learning is the result of reinforced practice. It means that in teaching writing, the lecturer has to show and help students to learn how to write, give instructions, guide students in writing, provide students with knowledge of writing, and make students understand how to write effectively.

One of the teaching techniques which is appropriate to teach writing is the dictogloss technique. According to Jacobs (2003), the use of dictogloss is that students are encouraged to focus some of their attention on form and that all four language skills are involved. In the dictation stage of dictogloss, the language skills that are involved are reading, speaking and listening. Then in the reconstruction and analysis-correction stages, the students need to use their writing skill. Further explanation will be presented in the dictogloss point .

Lecturers who recognize the importance of writing as a tool for learning understand that writing helps students connect their thoughts and communicate with others. Regarding to that point, the researcher realizes that the most important part to know the students' writing skill is from their product, i.e. their writings. It can be assumed that if the students have a good writing ability, their writing also will be good and vice versa. So that, lecturer have to be able to assess students' writing in an appropriate way. However, to assess students' writing product is not a simple thing to do. Urquhart & McIver (2005: 26) argue that the most

time-intensive part of teaching writing is assessment. Miller (Urquhart & McIver, 2005: 27) defines that assessment as gathering information to meet the particular needs of a student.

A lecturer has some responsibilities to the success of the students' writing. The first responsibility is to provide opportunities for writing and encouragement for students who attempt to writing. The second responsibility is to promote students' success in writing. The lecturer does this by carefully monitoring students' writing to assess strengths and weaknesses, teaching specific skills and strategies in response to students' needs, and giving careful feedback that will correct students' mistakes in writing.

Lecturers need to use an appropriate tool which helps them in assessing students' writing performance. Rubric is an important tool to be prepared by the lecturers in order to give an objective score. Urquhart & McIver (2005: 31) argue that rubrics are very effective assessment tools because they describe specific levels of performance. Besides, rubrics also explain the students' performance clearly. Research also supports using rubrics because they clearly communicate expectations for both teaching and learning.

There are four main types of rubrics, i.e. holistic rubrics, analytic rubrics, primary trait rubrics, and multi-trait rubrics. However, in this study the researcher only presents two of them, i.e. holistic rubrics and analytic rubrics. It assigns a level of performance by assessing performance across multiple criteria as a whole. The emphasis in holistic rubrics is on what a student does well. Weigle (2002: 112) argue that holistic scoring has an advantage to focus on the students' attention on the strengths of their writing, not on their deficiencies.

However, holistic scoring also has several disadvantages. It is less useful for classroom purposes because it provides little information to students about their performance because holistic scoring assesses students' performance of several criteria as a whole or in a single score. Weigle (2002: 114) says that "a single score does not provide useful diagnostic information about a person's writing ability."

Another disadvantage of holistic rubrics is

in the way of interpreting the scores. It is because in holistic scoring, raters do not use the same criteria to arrive at the same score. This idea is supported by Weigle's explanation. According to Weigle (2002: 114), holistic scoring also has a disadvantage in which it is not always easy to interpret, as raters do not necessarily use the same criteria to arrive at the same scores.

Analytic scales are divided into separate categories representing different aspects or dimensions of performance. For example, dimensions for writing performance might include content, organization, vocabulary, grammar, and mechanics. Each dimension is scored separately, and then dimension scores are added to determine an overall score. Weigle (2002:114) states that "in analytic scoring, scripts are rated on several aspects of writing or criteria rather than given a single score depending on the purpose of the assessment."

Analytic rubrics provide more detailed information about students' ability. It is because when using analytic scoring, lecturers use different aspects of writing such as content, organization, mechanics, or grammar that can give more information about students' writing skill.

There are three terms that have different meaning in the language teaching and learning. Those are approach, method, and technique. This point of paper explains those three terms according to some experts. The first term is method. According to Anthony (1963), an approach is a set of assumptions dealing with the nature of language, learning, and teaching. In the same essence to that idea, Brown (2001: 16) defines that an approach is theoretically well-informed positions and beliefs about the nature of language, the nature of language learning and the applicability of both to pedagogical settings.

The second term is method. According to Brown (2001: 16), method is an overall plan for systematic presentation of language based on a selected approach. It is also generalized set of classroom specifications for accomplishing linguistic objectives. Then, the third term is technique. Brown (2001: 16) defines that a technique is specific classroom activities consistent with a method, and

therefore in harmony with an approach as well. It is also related to any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.

Based on the definitions above, the writer conclude that the dictogloss is included in the 'technique' term. Why? It is because as what mentioned above, technique is specific classroom activities consistent with a method, and therefore in harmony with an approach as well. Also, technique cover any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. In sum, the writer uses the term 'technique' to explain dictogloss because it is more specific (related to exercises, tasks, activities used in the language classroom) than if it is using the term 'approach' and 'method.'

Anderson (2003:46) defines that the word dictogloss comes from two words, i.e. 'dictation' and 'glossary'. Dictation is an activity of a person who reads a passage aloud and the audience writes what is said (dictated). A glossary is a list of words with their meanings written beside them. Wajnryb (1995: 12) defines the word 'gloss' as a paraphrase in the learners' own words. Jacobs (2003) describes that dictogloss is an integrated skill technique for language learning in which students work together to create a reconstructed version of a text read to them by their lecturer. Furthermore,

Wajnryb (1995:5) says dictogloss as, "a relatively recent procedure in language teaching." It is because there are still few lecturers who use dictogloss in conducting their teaching and learning process. They might not know this technique yet.

From the explanation above, it can be concluded that dictogloss is a technique for language learning in which students work together to reconstruct a dictated-text. They reconstruct the dictated-text by using their own words or in other words they do not write exactly what the lecturer read.

Dictation has a long history in literacy education. In the standard dictation procedure, the lecturer reads a passage slowly and repeatedly. Students write exactly what the lecturer says. Dictation in this traditional form has been criticized as a rote learning technique

in which students merely make a copy of the text the lecturer reads without doing any thinking.

Jacobs (2003) states that a new way to do dictation, known as dictogloss, developed by Wajnryb. Furthermore, Wajnryb writes the basic stages of dictogloss in her book. These stages are presented below.

1) Preparation

At this stage, lecturers should:

- a) prepare learners for the text;
- b) prepare learners for the vocabulary of the text;
- c) ensure that learners know what they are expected to do at each stage of the technique;
- d) organize learners into groups.

2) Dictation

As a standard procedure, learners should hear the dictation twice. The first time, they should not write. They get a global feeling for the whole passage. The second time, they should take down notes. When the students take notes during the dictation, they should be encouraged to write down the word that will help them to piece together the text in the later reconstruction stage.

The text should be dictated at a normal spoken speed. The general pace is comparable to that of a news broadcast on radio or TV. The dictating should not be conducted in the traditional way where the sentence is broken up into word units. Between sentences, the pauses should be slightly longer than usual.

3) Reconstruction

As soon as the dictation is finished, the learners, working in groups, proceed to pool their notes and work on their version of the text. The lecturer's role during reconstruction is to monitor the activity. In this stage, a group of learners should maintain as much information as possible from the original text. However, they are not allowed to copy all words in the original text.

4) Analysis and Correction

The last stage of the dictogloss technique is the analysis and correction of the learners' texts. Wajnryb (1995) also adds in the analysis and correction stage, "Ideally, the original text should not be seen by learners until after their own versions have been analyzed." There are various ways of conducting this, such as using

the blackboard and using an overhead projector.

In conclusion, the dictogloss technique has four stages i.e. preparation, dictation, reconstruction and analysis-correction stages. In the preparation stage, the lecturer should prepare the text and organize the groups. Then in the dictation stage, the dictated-text is read more than once. The next stage is the reconstruction stage in which the students work in group to reconstruct the dictated-text by using their own words. Finally, the last stage is the analysis-correction stage in which discussion and feedbacks are occurred.

Wajnryb (1995: 6) argues that dictogloss has a number of aims. The following are a number of aims of dictogloss:

It provides an opportunity for learners to use their grammatical knowledge to reconstruct the dictated-text;

It also encourages learners to find out what they do and do not know about English which is realized in the attempts to reconstruct the text and in the subsequent analysis of those attempts.

Further Information about Dictogloss

This part of this paper will present information that is related to the dictogloss. That information is in terms of interaction, grammar in context and motivation. The following is further information about dictogloss that are related to the context of learning English through the dictogloss technique:

Interaction

The key to dictogloss is interaction. This technique requires learners in the classroom to interact with each other in small groups to reconstruct the text as a co-operative endeavor. Working in this way, learners are actively engaged in the learning process.

Students find out what they do not know, and then they find out what they need to know. It is through this process that they improve their language skills. Wajnryb (1995: 10) argues that through active learner involvement students come to confront their own strengths and weaknesses in English language use.

In teaching with dictogloss, lecturers should remember that the aim is to improve learners' grammatical competence in using the language. With experience, students become

familiar with the procedure and the phases become predictable parts of a familiar process. The students' confidence in both learning and using the language increases after students realize that they are learning and their English is improving.

Grammar in Context

One of the best methods of teaching grammar is to use passages or texts that illustrate grammatical functions within their context. Teaching the students grammar in context shows them how to apply various grammatical concepts. This is commonly believed to improve the students' ability to communicate through written language.

The issue of grammar in context is found in the dictogloss technique. In both the reconstruction stage and the analysis stage of dictogloss, the issue of grammar is approached contextually. In the reconstruction stage, learners are required to perform a context-based task. Using their notes and their knowledge of the language, they reconstruct a text whose topic, points of view are already known.

In the final stage, the analysis and correction stage, this technique also shows the issue of grammar in context. The various text versions that the groups of learners produce are treated in terms of the given context.

Motivation

Wajnryb (1995: 15) states that the integration of the functions of testing and teaching in dictogloss helps to stimulate the learners' motivation. It is because when the learners offer their contribution to the group in the context of the reconstruction stage, they are making commitment to the group, to the task, and to the learning process. Also because the task is done in groups, the students will have confidence to contribute to the success of the group work and they will be motivated in the teaching and learning process.

Another effect of dictogloss to the students' motivation is showed in the final stage. The final stage of analysis and correction is something that should be conducted to maximize learning and encourage risk-taking in which students are motivated to give a response to their friends' work.

The present research focused in improving students' writing skill through dictogloss technique. The aims of using this technique are to find out the effectiveness of dictogloss technique as the way to improve students in English writing skill. And then the researcher divide the students into five groups into one class and a group of at least six students, after that the researcher choose one group to write particular English word in front of the class. Then they were divided into two groups where three people as a guessing group and three people again as a group give answers with the word 'yes' 'could be' or 'no'. The group that is the guesser will give a clue to his friend about the particular English word, like as medicines equipment, or equipment for symptom.

Based on those reasons above the purpose of the study as follow : The study aimed to find out dictogloss technique effective to improve students or not in English writing skill to the third semester students of UNU NTB.

RESEARCH METHOD

This research can be classified as action research since it is conducted to improve the teaching of writing in the classroom. Action research is a kind of research in which the lecturer can involve in, in order to improve some aspects of their teaching or to evaluate the success or appropriateness of particular techniques or procedures (Harmer: 2002). This research aims to improve the quality of teaching and learning process.

The research on improving students' writing skill through the use of the dictogloss technique on developing the materials and media on the topics that would be taught. It was conducted collaboratively with the the collaborator, and the students.

The procedures of the research consisted of formulating the problems which happened during the English teaching and learning, planning the actions, implementing the actions, observing the implementation of the actions, and making reflections from the actions.

The researcher created various materials with different difficulty levels for each set

which were used in every meeting. The materials were adjusted to the topics in the Standard of Competence and Basic Competence.

The research was conducted in Nahdlatul Ulama University of West Nusa Tenggara located in Mataram. This place was selected as the research setting because the researcher was interested in solving the problems related to the teaching and learning process which were found in the university.

The research was done in the second semester in the academic year 2019/2020. It was conducted from December 2019 to May 2020. In conducting the research, the researcher followed the schedule of the English subject of class.

The research data were collected in the forms of qualitative data which were supported by quantitative data. The qualitative data were acquired through observations and interviews. The researcher collected the opinions and comments about the actions from the research participants. They were asked about their expectations toward the research as well. The data were to describe about the learning process using dictation and glossary to know the changes or impacts after conducting the actions. Meanwhile, the quantitative data were obtained from the students' scores in the pre- test and the post- test. It aimed to know about the students' result after the actions had been conducted.

The types of the data, the research instruments, and the data collection techniques are presented in the table below.

No	Data	Instruments	Collection Techniques
1.	Pre-test and post-test scores	Test	Pre-test and post-test
2.	Field notes	Observation checklist	observation
3.	Interview transcript	Interview guidelines	interview

Table 1. the correlation among data, instruments, and collection techniques

The Data Collection Techniques and Research Instrument

1. Observation

The observations were conducted to monitor the teaching and learning process in class while the researcher was implementing the actions. The data were

collected by observing the learning process in the class. During the observation, the collaborator was sitting at the back, observing, and taking notes about the activities. The results were reported in the form of field notes.

2. Interview

The researcher held the interviews to some students and the collaborator about the activities in the teaching and learning process before and after the implementation of the actions. The researcher developed some questions as the guideline in the interviews. The information was recorded in interview transcripts.

3. Pre- test and Post-test

The pre- test was conducted before the actions were implemented, while the post-test was done after the actions. The pre-test and the post-test were in the form of grammar tests. The assessment technique was a multiple choice form. The pretest and the post-test were used to measure the students' writing skills about narrative texts. The data of the pre- test and the post-test were collected in the form of students' scores. The mean score of the post-test would be compared with the mean score of the pre-test. This aimed to know the improvement of the students' writing skills on narrative texts.

After conducting the research, the researcher analyzed the data from the observation checklists, field notes, interview transcripts, and the results of the pre-test and the post-test. The researcher also compared the data from the observations, the interviews, and the pre-test and the post- test scores. The researcher collected the data from all of the research members.

In analyzing the qualitative data, the researcher used the processes of analyzing data proposed by Burns (2010: 104-105) as presented below.

1. Assembling the data

The researcher collected the data from the observations, the interviews, the pre-test and the post-test, including the reflections that were made after conducting the actions. In this step, broad patterns and ideas were needed.

2. Comparing the data

After the data had been categorized, the researcher needed to compare the data from different sources of data, for example the interviews compared with the observations and the pre-test and the post-test scores. This aimed to see whether the data showed the same conclusion or the contrasts.

3. Building meanings and interpretation

The researcher needed to think deeply about the data and explored for more detailed aspects from the data. It was necessary to develop questions, making connection, and making further explanation of the data. Then, the researcher refined her own "personal theories" about the findings of the research.

4. Reporting the outcomes

The last step was reporting the main process and the outcomes of the research that were well supported by the data. Meanwhile, the quantitative data (the students' scores) were analyzed by calculating the mean scores of the pre-test and the post-test. The mean scores of each test were compared. The increase of the mean scores indicated that the students' writing skills were improved. The improvement of students' writing skills became one of the indicators for the improvement of the teaching process.

To conduct action research, the researcher followed some steps. According to Kemmis and McTaggart (1988) in Burns (2010: 7-8), there are four broad steps in a cycle of action research:

1. Planning

In this step, the researcher collected much information from the observations and the interviews done to the lecturer and the students. The researcher observed the English classroom teaching and learning process in class. This aimed to identify the problems which happened during the teaching and learning process. After that, a plan of actions was developed to solve the problems and make some improvements of a specific area of the teaching and learning process. The actions were planned based on the problems..

2. Action

After designing a plan, the researcher implemented the actions. The actions were conducted in three cycles consisting of three actions in each cycle. Each cycle was done in

three meetings.

3. Observation

While the action was being implemented, the researcher with the help of the collaborator observed the learning process. This aimed to find out the weakness and the positive aspects that were needed to be fixed up and developed.

4. Reflection

After doing the observation, the researcher reflected to the actions. Then, the researcher discussed the problems and the achievement during the implementation of the action with the English lecturer and the collaborators. From the discussion, the researcher made an evaluation. This gave influences to the researcher in designing the actions for the next cycle or in deciding whether there would be the next cycle or not.

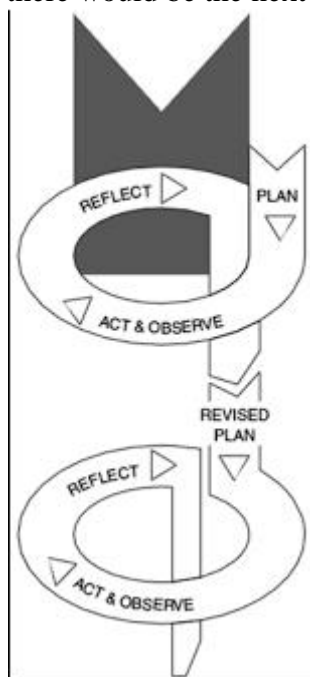


Figure 1. Action research cycle

In addition, Mills (2003:26) proposes a step which is called reconnaissance. This step is a preliminary information gathering in which the researcher collected adequate information about the research target. The researcher takes time to reflect with the beliefs and understandings about the nature and context of the general idea which has been developed.

RESULT AND DISCUSSION

The reconnaissance stage was done together adequate information about the teaching and learning process in the class. This

process involved identifying the field problems, weighing the field problems, determining the actions to solve the problems and drawing the relationship between the field problems and the actions.

A. Result

a. Identifying the Field Problems

It can be inferred that the teaching and learning process was not yet effective. The students gave inadequate responses to the lecturer's explanation. The classroom activity mostly focused on books and student worksheets. There were also some problems related to the classroom management. Some students were noisy during the teaching and learning activities.

The next activity carried out by the researcher was interviewing the English lecturer and some students. From the interviews, the researcher gathered the lecturer's and the students' viewpoints about the English teaching and learning process. The students were also asked about their difficulties in learning English.

It could be identified that the problems of the teaching and learning process of writing came from the students, the lecturer, the teaching techniques, the materials, and the use of media. The students' problems were related to their difficulties of writing, their motivation of writing, and their attitudes toward writing activities in the classroom. The problems of the teaching techniques were related to the learning activities which seemed monotonous. The learning activities lacked group activities and other interesting activities, such as games. Next, the problem was related to the materials and media. The materials were mostly based on Student Worksheets and books. If the materials were mostly taken from Worksheets the which focused on grammatical and textual aspects, it would reduce the lecturer's creativity in developing the learning materials and media. The materials in the Worksheets only developed the students' cognitive domain, whereas the students' affective and psychomotor domains needed to be enhanced as well. It was necessary to use different kinds of learning materials and media to facilitate learning.

b. Weighing the Field Problems

As there were many problems occurring during the process of teaching and learning, it was necessary to determine the urgent and feasible problems which needed to be solved. Then, the researcher and the lecturer had a discussion to weigh the problems based on the urgency and feasibility. Based on the urgency level, the problems were classified into three categories, i.e. very urgent, urgent, and less urgent problems.

c. Determining Actions to Solve the Problems
After identifying the field problems that were urgent and feasible to be overcome, the researcher and the lecturer formulated some action plans to solve the problems. There were some actions which were planned based on the discussion.

- Using dictation as the strategy for teaching grammar in the classroom.
- Using many varieties of pictures containing jumbled words, word definitions, pictures, or paragraphs to build the students' vocabulary inputs.
- Using games to gain the students' interests and motivation during the teaching and learning process.
- Giving grammar exercises to check the students' comprehension of the materials (narrative texts).

Pretest was held on January 10th, 2020. The pretest was given before the cycle 1 to see starting point of the class or to see the students' writing skill before the researcher applied the technique in classroom. In the pretest the students were asked to re-write about a text read aloud by the teacher entitled "What is Farmacology?". The students writing result was graded using the writing scoring rubric.

Post Test 1 was held on April 11th, 2020. The post test 1 was conducted to see if there was any change or improvement in students writing skill after they were given some treatment. In this post test the students were asked to re-write about a text read aloud by the teacher entitled "Patology". The students writing result was graded using the writing scoring rubric.

Post Test 2 was held on July 13th, 2020. The post test 2 was conducted to see if there was any change or improvement in students writing skill after they were given some

treatment. Just like in Post test 1, in this post test the students were asked to re-write about a text read aloud by the teacher entitled "How to Make Medicines". The students writing result was graded using the writing scoring Rubric

The researcher concluded that teaching writing using dictogloss technique created an energetic and live classroom. The students have a good cooperation with other students. They paid attention better than in cycle one when the researcher explained the lesson. They could finish the task in certain time and could learn to write using their own words and not the original words from the texts. The result of post-test 1 was better than before. In cycle 1 (one) the average of the post-test 1 was 66.8 and the result of post-test 2 in this cycle 2 (two) was 73.2.

B. Discussion

According to observation and interviews done at the reconnaissance stage, it could be identified that there were many problems occurring in the teaching and learning process related to the teaching of writing. The activities were monotonous. The same stages of activities were done repetitively – explanation, exercises, and tests. The classroom activities also lacked the use of media and games. The materials were mostly taken from books or Student Worksheets. The Worksheets only focused on grammatical and textual aspects, whereas the students also needed the more complete explanation and different kinds of materials to help them understand the lesson. Besides there were some problems related to the students' writing skills.

To overcome the problems related to the teaching of writing, some actions were implemented. The main action was implementing dictogloss as the main activity. Dictogloss was chosen because it could provide more opportunities for the student to work in groups. Furthermore, it could provide the students with vocabulary inputs for the texts. This strategy consists of five steps of learning, namely grammar identification Justify and Refine, Circulate and Observe, Return and Refine, and Lecturer Debriefing. Those steps could be adjusted to the time allocation of the lesson. If there was limited

Terakreditasi Peringkat 5 (No. SK: 85/M/KPT/2020) time, the “Circulate and Observe” and “Return and Refine” steps could be omitted. The steps should be adjusted to the activities as well.

The implementation of Dictogloss was combined with other actions i.e. using various media (pictures), using games, and giving writing exercises. This aimed at improving the students’ writing skills. From the writing exercises, the students could practice their writing ability and they could improve their vocabulary as well.

The actions were conducted in two cycles consisted of three meetings for each cycle.

Based on the reflection of Cycle 1, the problems related to the teaching of grammar could be overcome. The learning activities were more enjoyable. The students were interested in doing the five steps of learning activity in the class. The media were designed differently in every meeting. The media were used for the activities such as matching words and definitions; matching words, definitions, and pictures; and arranging jumbled paragraphs into a good story. The researcher used pictures to present the story plot. Besides, the Dictogloss was also used in Cycle

1. The students joined the game enthusiastically. Rewards were used to maintain the students’ interest of the learning activity. After doing the five steps of learning activities, the students were given the grammar exercises to develop their comprehension.

Cycle 2 was conducted to solve the problems which emerged in Cycle 1 and to improve the students’ participation and vocabulary as well. Dictogloss was also implemented in Cycle 2. The pictures were more varied and were adjusted to the learning activities. The pictures were used for the activities such as classifying the words of the main text of the story and matching words and pictures. A game was also used in Cycle 2. It was grammar identification competition, but was conducted in larger groups than in Cycle 1. The students enjoyed learning using a group competition. After that, the grammar exercises were given to the students.

The reflection showed that the implementation of the dictogloss and the accompanying actions were successful to improve the

teaching of writing. The following discussion showed how dictogloss improved the teaching of grammar.

1. Dictogloss was useful to improve the teaching and learning process of grammar comprehension. This learning strategy became one variation of learning activities. When the students did the five steps of learning activities, they enjoyed working in groups. Moreover, from those activities they gained vocabulary inputs for the whole texts. It was helpful for the students to learn using pictures rather than words only.
2. The materials that were used in the teaching and learning activities before were mostly taken from students’ worksheet so the learning activities mostly depended on books. By applying dictogloss, the researcher could make the learning activities less monotonous.
3. The use of pictures both in the presentation stage and writing text worksheets made the students understand the texts easily. It facilitated the students to understand the story of the texts.
4. From the finding, it could be inferred that the use of pictures made the students think faster. They became more challenged. The pictures could increase their interests in learning. They were more engaged in the learning activities if the games were applied. The competition among the groups made the classroom atmosphere more enjoyable. The rewards also motivated them to have a good team-work during the game.
5. The grammar exercises gave the students chances to practice their grammar comprehension. The grammar exercises were designed using different kinds of grammar tasks such as answering questions related to the texts, multiple choices, and filling the blanks with suitable words. By completing the grammar tasks, the students could develop their grammar comprehension.

CONCLUSION

Dictogloss is one of the teaching techniques that can be used to teach writing. It is because dictogloss has some stages that facilitate the students to improve their writing

skill. Furthermore, dictogloss is a powerful way of focusing attention on precise meaning, as well as on correct use of grammar. As a cooperative activity, it is challenging without being threatening and it gives learners a chance to discuss language and learn each other. In conclusion, the dictogloss technique can be used as a solution for the English education problem, especially related to the university level students' writing skill in UNU NTB

SUGGESTION

Based on conclusion above, the researcher would like to offer some suggestions for teachers, students, and next researcher. the teacher has to make new innovation in teaching especially for teaching writing skill, so the students do not feel bored, the teacher should make the students interest to learn English and also the teacher can create a fun condition in the class, such as one of the appropriate media that the teacher can use in teaching writing skill. the researcher hopes that the students participation more actively in the classroom, the researcher suggests that every students should have an English dictionary and writing motivation in order to help them to find out the meaning of difficult word and willingness to study English. the researcher hopes that the result of this research is useful for the those who are interested in English and for those who wants to conduct futher research about the effectiveness of word card as media to improve students English writings.

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